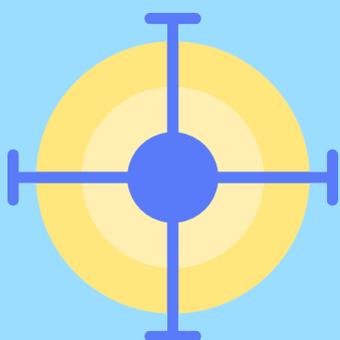




A **BLUEPRINT** FOR MENTAL HEALTH PROVISION IN SCHOOLS

Dr Tom Hughes, Senior Educational and Child Psychologist



Cambridgeshire
County Council

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If you have questions about the use of the document, please refer them to:

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This 'blueprint' has been designed to enable self-assessment, reflection and school improvement. It is estimated the blueprint will take 40 - 60 minutes to complete.

In some settings, it may be appropriate to complete the blueprint in partnership with another member of staff (that has complementary responsibilities or knowledge regarding the school system).

The eight 'sections' included in the 'blueprint' are derived from:

- The NCB's whole school framework for emotional wellbeing and mental health (Weare, 2015).
- The principles defined within with PHE's whole school review tool to promote children and young people's emotional health and wellbeing (PHE, 2015)."

More information on sources can be found at www.blueprintforschools.co.uk

This blueprint has been completed by

Name:

Position:

School:

Date:

Email address:

Others involved in supporting the completion of this blueprint include

Name:

Position:

School:

Date:

Email address:

Name:

Position:

School:

Date:

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Section 1
Whole school thinking and leadership



Section 2
Create, and align, relevant policies



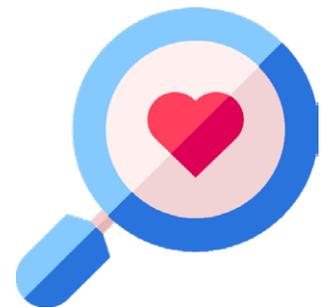
Section 3
Engage the whole community



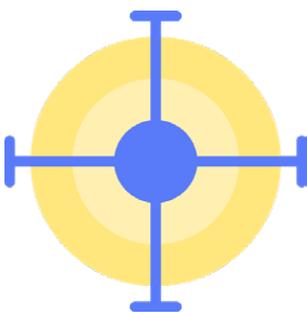
Section 4
Prioritise staff development and wellbeing



Section 5
Deliver curriculum teaching to enhance social and emotional skills



Section 6
Identify need and evaluate impact



Section 7
Implement targeted responses



Section 8
Identify specialist pathways

Response Format

1 = Disagree

There is no evidence that this indicator has been met.

2 = Slightly disagree

There is little evidence that this indicator has been met. The practice is part of our planning, or has only been recently established.

3 = Slightly agree

There is some evidence that this indicator has been met. The practice is established, but used inconsistently and not always successfully.

4 = Agree

There is strong evidence from multiple sources that this indicator has been met. The practice is well established and integrated into day to day operations.

Validity check

As we establish the validity of the blueprint, we will be seeking to understand how respondents have interpreted the criteria above.

Accordingly, we will be asking respondents to submit the evidence they have used to support five, randomly selected, indicators to which they have provided a '3' or '4' score.

We encourage you to write notes as you complete this document, which include your comments on each indicator, and supporting evidence.



Section 1

Whole school thinking and leadership

Self-assessment

1.1

Do you have a whole school interest group / working group (governors, staff, students, parents) that focuses on mental health?

1.2

Have you appointed a mental health champion / champions?

1.3

Have you appointed a link governor to focus on mental health?

1.4

Is mental health a standing item on the senior leadership team agenda?

1.5

Is mental health the defined accountability of one member of the senior leadership team?

1.6

Do you run a whole school campaign on the strengths and capacities of the school population (using newsletters, websites, posters and a wellbeing library)?

1.7

Do you run a whole school mental health anti-stigma campaign, such as IAMWHOLE?

1.8

Do you have a week in the school year that has a specific mental health focus?



Section 1

Whole school thinking and leadership

Self-assessment

1.9

Do you utilise assemblies / form time / tutor time to promote mental health?

1.10

Do you have a mental health 'thought for the day'?

1.11

Is the school vision, values and beliefs published and available, in an 'easy to understand' format?

1.12

Has a mission statement, which includes a commitment to mental health, been published?

1.13

Are emotion charts published in each classroom?

1.14

Is the 'business case' relating to mental health investment in education publicised?

1.15

Are there dedicated, confidential spaces for mental health support to be offered, such as nurture rooms or student support centres?

1.16

Do you have a happy / sad club (in primary settings), or an equivalent (in secondary settings)?



Section 2

Create, and align, relevant policies

Self-assessment

- | | | |
|-----|--|--------------------------|
| 2.1 | Do you meet the legislative requirement to have a school behaviour and anti-bullying policy? | <input type="checkbox"/> |
| 2.2 | Do you meet the legislative requirement to have a special educational needs policy? | <input type="checkbox"/> |
| 2.3 | Do you meet the legislative requirement to have an equality policy? | <input type="checkbox"/> |
| 2.4 | Do you meet the legislative requirement to have a policy defining the school values? | <input type="checkbox"/> |
| 2.5 | Do you meet the legislative requirement to have a curriculum policy? | <input type="checkbox"/> |
| 2.6 | Do you meet the legislative requirement to have a pupil premium policy? | <input type="checkbox"/> |
| 2.7 | Do you have a sex and relationship education policy? | <input type="checkbox"/> |
| 2.8 | Do you have a child protection / safeguarding policy? Do you have a whole school interest group / working group (governors, staff, students, parents) that focuses on mental health? | <input type="checkbox"/> |



Section 2

Create, and align, relevant policies

Self-assessment

2.9 Do you have a mental health policy?

2.10 Has the student council / junior leadership team / mental health network 'translated' the mental health policy to ensure it is accessible for students?

2.11 Do you have a staff wellbeing policy?

2.12 Do you have a policy that details how you support students with medical conditions / accessibility?

2.13 Did you co-create your policies with students and parents?

2.14 Have you ensured that your policies are horizontally aligned (i.e. not in conflict with each other)?

2.15 Are the policies reviewed bi-annually (at a minimum)?



Section 3

Engage the whole community

Self-assessment

3.1 Do you have a student council / junior leadership team / mental health network, with a representative group of students?

3.2 Do you have a buddying / peer mentoring scheme, with appointed ambassadors (CyberMentors, for example)?

3.3 Do you have a student programmes to aid conflict resolution (restorative justice approaches, for example)?

3.4 Do you invite parents to school inductions, before their children arrive at school?

3.5 Do you ask about any relevant information regarding familial mental health and coping prior to transition?

3.6 Do you use a variety of mediums (written, verbal, digital, drama, questionnaires) to talk to parents about mental health?

3.7 Do you include presentations on mental health at parents evenings?

3.8 Do you include mental health as a standing item for informal discussion between parents and staff?



Section 3

Engage the whole community

Self-assessment

3.9

Do you include mental health as a standing item for inclusion on the agenda of family support plan meetings?

3.10

Do you host mental health themed coffee mornings for parents?

3.11

Do you share the mental health curriculum with parents?

3.12

Do you appoint a family worker (or a single point of contact) to work with disengaged and vulnerable families?

3.13

Do you discuss emerging mental health difficulties with parents at the first opportunity?

3.14

Do you offer feedback to parents about coping and resilience as often as about distress and vulnerability?

3.15

Do you direct families to local mental health support groups?

3.16

Is there a dedicated space within school for vulnerable families to seek support?



Section 4

Prioritise staff development and wellbeing

Self-assessment

- 4.1 Has staff training included content on the risk factors that affect mental health (including key life transitions and adverse childhood experiences)?
- 4.2 Has staff training included content on signs of emerging mental health difficulties?
- 4.3 Has staff training included content on the common symptoms of mental health problems?
- 4.4 Has staff training included content on prevalence of mental health difficulties?
- 4.5 Has staff training included content on 'expected' developmental stages evident through childhood and adolescence?
- 4.6 Do you release mental health champions and pastoral staff to be trained jointly (with other schools) on identifying and meeting mental health needs?
- 4.7 Do you raise staff awareness on the impact of social, cultural and technological developments that are likely to affect the mental health of students?
- 4.8 Do you raise staff awareness on the impact of impending transitions?



Section 4

Prioritise staff development and wellbeing

Self-assessment

4.9 Do you undertake regular stress audits and risk assessments for staff?

4.10 Do you use the HSE's 'talking toolkit' or the MHFA 'line managers' resource' to inform discussions between line managers and staff?

4.11 Have you appointed a project team to identify the source of teacher workload, and opportunities for efficiencies?

4.12 Has staff training included content on stress reduction skills such as self-efficacy, assertion, resilience, relaxation and mindfulness?

4.13 Do you have a confidential route for staff to acknowledge, and seek specialist support for, their own mental health?

4.14 Are there opportunities in the school structure for staff to celebrate everyday successes and achievements?

4.15 Do you provide time for staff to reflect on their practice, manage their boundaries and have time with supportive colleagues whom they can talk to, informally and in regular formal supervision?

4.16 Do you have feedback boxes where staff can share (anonymously) ideas for improvement of school ethos and model good working practices?

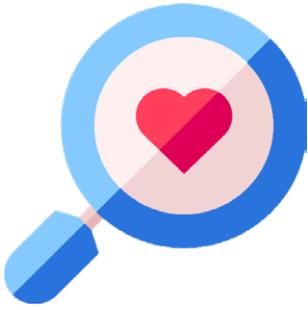


Section 5

Deliver curriculum teaching to enhance social and emotional skills

Self-assessment

- 5.1
Are the teaching of social and emotional skills embedded into the curriculum (weekly sessions lasting a minimum of 30 - 40 minutes)?
- 5.2
Do you use the PSHE Association's programme of study and Cambridgeshire's personal development framework to inform the teaching of social and emotional skills?
- 5.3
Do you publish the PSHE curriculum?
- 5.4
Do you engage with any charities / other external organisations to deliver mental health workshops to students (such as the Mind your Head programme in Cambridge)?
- 5.5
Have you embedded formative and summative assessment in the PSHE curriculum?



Section 6

Deliver curriculum teaching to enhance social and emotional skills

Self-assessment

6.1 Does every student in school have a single member of staff (e.g. a form tutor or class teacher) responsible for their pastoral development?

6.2 Do you utilise mental health screening tools to identify children in need of further support?

6.3 Do you have a confidential route for students to acknowledge, and seek support for, their own mental health (a post box for worries, a bullying box, a praise box as examples)?

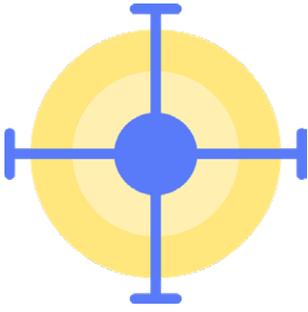
6.4 Do you have a formal set of procedures for staff to follow when students come to staff wanting to discuss their mental health?

6.5 Do you have a clear process for identifying students in need of further support and the outcomes (monitoring, signposting, progress to targeted / specialist support)?

6.6 Do you track behaviour and wellbeing following social, unstructured times of the day (such as playtime)?

6.7 Do you have a mechanism for ensuring staff are aware of students that have been assessed to have an identified mental health need?

6.8 Do you robustly evaluate evidence based 1:1 / small group programmes?



Section 7

Implement targeted responses

Self-assessment

7.1

Do you run a 1:1 / small group programme to boost the mental health of targeted students?

7.2

Is the 1:1 / small group programme selected based on a robust evidence base and the presenting need of the targeted students?

7.3

Is the 1:1 / small group programme implemented with fidelity?

7.4

Do you commission external advisors to train on / implement new programmes and interventions?

7.5

Have you appointed and trained an 'emotional literacy support assistant' (this is a protected title)?



Section 8

Identify specialist pathways

Self-assessment

8.1

Do you use in person / digital drop ins for mental health first aid (Talk Time, for example)?

8.2

Do you advertise Kooth.com clearly in school?

8.3

Do you commission external specialists to deliver therapeutic and counselling interventions?

8.4

Do you ensure external specialists are (1) properly trained, (2) professionally supervised, (3) insured, (4) working within agreed policy frameworks and standards, (5) accountable to a professional body with a clearly articulated complaints procedure?

8.5

Do you have a clear process for prioritising students for external support?

8.6

Do you have a clear pathway (including processes for gathering consent, paperwork, thresholds, timeframes, receiving bodies) for specialist mental health referral?



Section 8

Identify specialist pathways

Self-assessment

8.7

Do you have a clear pathway for A&E for self-harm and suicidality?

8.8

Do you clearly publish links to Cambridgeshire & Peterborough's local transformation plan for children and young people's emotional, mental health and wellbeing?

8.9

Do you clearly publish links to the offers of external agencies (such as CHUMS, EH & WB practitioners, CAMHS)?

8.10

Have you appointed a lead for liaison with external agencies?

8.11

Are you aware of, and in contact with, your school's emotional health and wellbeing practitioner and SEND link practitioner?

8.12

Do you evidence the implementation of actions in school, through a rigorous 'assess, plan, do and review' process?

Your Results

Self-assessment score summary



To view your score summary, please fill in the Excel document with your collective answers and evidence.

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www.blueprintforschools.co.uk/data-share

